Ministry of Education
Ontario

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Hon
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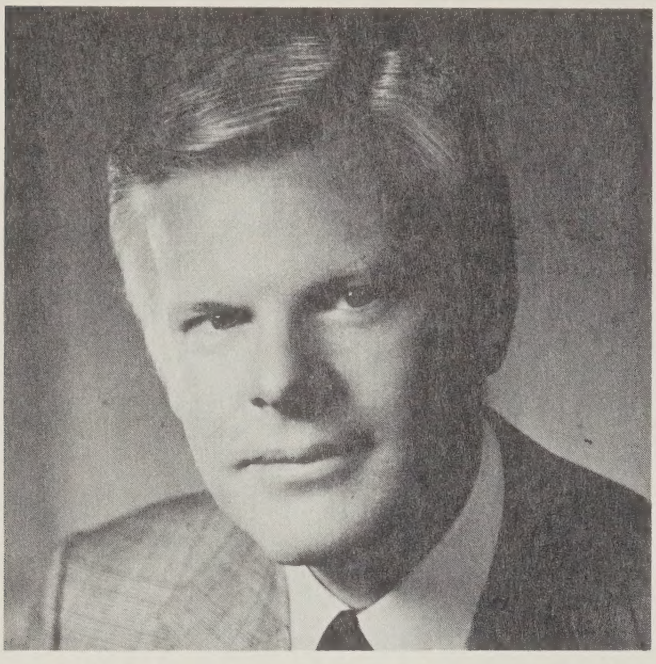
Ontario Teacher Education College

1976/77 Hamilton
Toronto

Message from the Minister of Education



In 1969, the Ministry of Education operated thirteen teachers' colleges dedicated to the training of elementary school teachers. Since then, nine have been integrated with universities, and two have been closed. In 1974, the remaining two colleges at Hamilton and Toronto were brought together as distinct campuses of the newly-created Ontario Teacher Education College. However, the Toronto and Hamilton campuses remain under the direct jurisdiction of the Ministry of Education.

The Bachelor of Education degree is awarded to College graduates. Traditional values and approaches to teacher education are not being abandoned, but there is a mandate for innovation. Emphasis at both campuses is on the practical side of teaching, though not to the exclusion of theory. Both pre-service and in-service programs are offered to help individuals become qualified teachers in the fullest sense. New ground is being broken to make teacher education more interesting and relevant for those entering teaching and for those seeking continuing professional development.

My best wishes to the candidates and staff of OTEC for 1976-77.

Thomas L. Wells

Hon. Thomas L. Wells
Minister of Education

Reorganization of Teachers' Colleges in Ontario

The Report of the Minister's Committee on the Training of Elementary School Teachers, 1966 recommended that the control of teachers' colleges be transferred to universities. This recommendation was supported by the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario in its report *Living and Learning,* published in 1968. Implementation of the recommendation began in 1969, when the Lakehead Teachers' College became the Faculty of Education of Lakehead University and the University of Ottawa Teachers' College became a part of the University of Ottawa. In 1970 Windsor Teachers' College was integrated with the University of Windsor; in 1971 St. Catharines Teachers' College was integrated with Brock University, and Lakeshore Teachers' College with York University; in 1973 London Teachers' College was integrated with the University of Western Ontario and North Bay Teachers' College was integrated with Nipissing College. In the same year, teachers' colleges in Peterborough and Stratford were closed, and in 1974 the Sudbury Teachers' College was integrated with Laurentian University of Sudbury, and the Ottawa Teachers' College was joined with the University of Ottawa.

On June 4, 1974, the Minister of Education for the Province of Ontario announced the formation of the Ontario Teacher Education College, joining the former Toronto and Hamilton Teachers' Colleges under the aegis of the Ministry of Education.

Teacher Education and Certification Branch

Director
J.K. Crossley

Educational Officers
J.E. Bowers
L.A. Bradley
D.H.M. Dunn
G.A. Kaye
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Ministry of Education
17th Floor, Mowat Block
Queen's Park
Toronto, Ontario
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LOCATIONS OF MINISTRY OF EDUCATION

SUMMER COURSES AND SEMINARS

COURSES

Courses for Teachers of Driver Education:
Loyalist Collegiate Vocational Institute, 163 Van Order Drive, Kingston; Don Head Secondary School, Vaughan Road, Richmond Hill; August 16 - September 3.

Communications Through Media:
Ontario Teacher Education College, 951 Carlaw Avenue, Toronto; July 7 - August 4

Education Cycle Primaire et Moyen:
L'Ecole des Sciences de l'Education, Université Laurentienne, Sudbury; July 7 - August 4

Education in a Multicultural Society:
Huron Room, Macdonald Block, Queen's Park, Toronto; July 7 - August 4

Elementary School Librarians:
Ontario Teacher Education College, 1400 Main Street West, Hamilton; Cambrian College, Barrydowne Campus, 1400 Barrydowne Road, Sudbury; Ontario Teacher Education College, 951 Carlaw Avenue, Toronto; July 7 - August 4

French Conversation, Intensive:
King's Hall, Compton, Quebec; July 5 - August 6

Music:
Vocal (for Elementary Schools) Elementary Type B and Intermediate Type B, I. E. Weldon Secondary School, R.R. No. 6, Lindsay; July 7 - August 4.

Vocal (for Elementary Schools) Elementary Type B Intermediate Type B and Supervisor's, Eastern High School of Commerce, 16 Phin Avenue, Toronto (mornings); July 5 - August 6

Vocal (for Secondary Schools) Intermediate Type A, Parts I and II, and Specialist, Eastern High School of Commerce, 16 Phin Avenue, Toronto (mornings); July 5 - August 6

Instrumental (for Elementary Schools) Elementary Type B, Intermediate Type B and Supervisor's, Eastern High School of Commerce, 16 Phin Avenue, Toronto (afternoons); July 5 - August 6

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Instrumental (for Secondary Schools) Intermediate Type A, Parts I and II, and Specialist, Eastern High School of Commerce, 16 Phin Avenue, Toronto (afternoons); July 5 - August 6

Primary-Junior Education:
College Education Centre, Nipissing University Centre, Gormanville Road, North Bay; Frank Ryan Separate School, 128 Chesterton Drive, Ottawa; Grimsby District Secondary School, 5 Bolton Avenue, Grimsby; Overlea Secondary School, 135 Overlea Blvd., Toronto.
July 7 - August 4

Primary-Junior, Supervisor's:
Overlea Secondary School, 135 Overlea Blvd., Toronto; July 7 - August 4

Principals' Course:
Elementary and Secondary (First Session) Sections -
Victoria Hall, Queen's University, Kingston;
Huron College, University of Western Ontario, London;
Lady Eaton College, Trent University, Peterborough;
School of Education, Laurentian University, Sudbury;
Victoria University, 73 Queen's Park Cres., Toronto;
Seneca College, 1750 Finch Ave. East, Willowdale;
Wilfrid Laurier University, Waterloo;
July 7 - August 4

Principals' Course:
Secondary Section (Second Session) -
Victoria University, 73 Queen's Park Cres., Toronto;
July 7 - August 4

Reading:
Parts I, II and Specialist, W. A. Porter Collegiate Institute, 40 Fairfax Crescent, Scarborough;
Part I, Queen Mary Public School, Monaghan Road, Peterborough;
Part II, Highland Park High School, 710 Broadview Avenue, Ottawa;
Part I and II, Hammarskjold High School, 80 Clarkson Avenue, Thunder Bay;
July 7 - August 4

Special Education:
Eastview Secondary School, 421 Grove St. East, Barrie; Bluevale Collegiate Institute, 80 Bluevale Ave. N., Waterloo; Canadore College, Gormanville Road, North Bay; Sir Robert Borden Secondary School, 131 Greenbank Road, Ottawa; Kernahan Park Secondary School, 91 Bunting Road, St. Catharines; L'Amoreaux Collegiate Institute, 2501 Bridletowne Circle, Agincourt; July 7 - August 4.

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Teaching Trainable Retarded Children:
Eastview Secondary School, 421 Grove St. East, Barrie;
Kernahan Park Secondary School, 91 Bunting Road,
St. Catharines; July 7 - August 4

Teaching English as a Second Language:
Weston Collegiate Institute, 100 Pine Street, Weston;
July 5 - August 6

Teaching French as a Second Language:
Danforth Technical School, 840 Greenwood Avenue,
Toronto; July 5 - August 6

Visual Arts:
St. Lawrence High School, 1450 Second Ave. East,
Cornwall; Western Technical and Commercial School,
125 Evelyn Crescent, Toronto; July 7 - August 4

SEMINARS

Community Schools:
Lorne Avenue Public School, 723 Lorne Avenue, London;
July 12 - 16
Kensington Community School, 401 College Street,
Toronto; August 9 - 13

Law:
Faculty of Law, University of Windsor, Windsor;
July 5 - 16

Music:
Vocal and General Music in the Intermediate Division,
Geneva Park, Longford Mills;
August 29 - September 2

School Attendance Counsellors:
Delaware Hall, University of Western Ontario, London;
July 11 - 16

Teachers of German:
Rissener Landstrasse 193, Haus Rissen, 2, Hamburg 56,
Germany; July 5 - 24

Visual Arts:
St. Lawrence High School, 1450 Second Ave. East,
Cornwall; Western Technical and Commercial School,
125 Evelyn Crescent, Toronto;
July 7 - 21, and July 22 - August 4

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Calendar of the Ontario Teacher Education College

with campuses at Hamilton and Toronto

A Message to Prospective Teachers

Teaching essentially entails the fulfilment of certain responsibilities towards young people. It is stimulating and personally rewarding, but it is not an "easy" profession. It requires deep concern for the development of young people, as well as highly specialized skills. The programs offered at the Ontario Teacher Education College have been planned to help you acquire some of the skills needed to work with students in the Primary, Junior, and Intermediate divisions. I know that you will encounter a dedicated and experienced staff at both campuses of the Ontario Teacher Education College as well as outstanding associate teachers in the schools where practice teaching is carried out.

In one year of teacher education only the *basics* of teaching can be acquired. Professional development is a lifelong process that must continue throughout your career. Many opportunities for in-service training are provided under the auspices of OTEC, the faculties and schools of education at universities, the Ontario Teachers' Federation, the Ministry of Education, and other agencies in the province.

Your year at OTEC will be a demanding but satisfying beginning to your chosen career, if you are truly motivated to serve young people.

J.K. Crossley, Director
Teacher Education and Certification Branch

Term Dates

The first term begins on September 14, 1976 and ends on December 17, 1976.

The second term begins on January 3, 1977 and ends on April 29, 1977.

Final examinations take place from May 2 to May 6, 1977.

Fees

The tuition fee is $585 payable as follows:

a) a registration fee of $25, refundable on or before July 31, 1976, to be submitted with the application for admission,

b) an instalment of $295 less the registration fee on or before September 14, 1976,

and

c) a final instalment of $290 on or before January 15, 1977.

Fees are to be paid by cheque or money order made payable to the Treasurer of Ontario.

Note: The registration fee will be refunded to a candidate who is not granted admission to the Ontario Teacher Education College.

Conditions of Admission

Academic
A candidate for admission to the Ontario Teacher Education College is required to hold a degree in arts or science from an Ontario university or a degree considered equivalent thereto.

Medical
A candidate must submit proof on or before September 14, 1976 that he is free from active tuberculosis.

Citizenship
An applicant for admission must submit evidence that he is a Canadian citizen or holds landed immigrant status.
Note: Certificates may not be made permanent unless Canadian citizenship is held.

An applicant who was born in Ontario is required to forward a certificate showing his place and date of birth, available from the Deputy Registrar-General of Births, Room M2-49, 2nd Floor, Macdonald Block, Queen's Park, Toronto, M7A 1L5. Applicants born outside Ontario must submit an original birth certificate or other evidence acceptable to the Minister of Education.

Certificate of Marriage
A married woman applicant who wishes to be registered under her married name is required to present a certificate of marriage.

Proficiency in English
A candidate whose native tongue is one other than English must demonstrate sufficient facility in English usage for classroom teaching. Language tests are arranged by the College.

Personal Interview
A personal interview may be required and, if so, will be arranged at the College.

Application Procedures

Application forms may be obtained from the following addresses:

Ontario Teacher Education College
951 Carlaw Avenue
Toronto, Ontario
M4K 3M2
Telephone: (416) 461-6351

Ontario Teacher Education College
1400 Main Street West
Hamilton, Ontario
L8S 1C7
Telephone: (416) 528-7049

Application Requirements
With the application form, a candidate is required to submit the following:

a) an official academic transcript bearing the seal of the university, the signature of the registrar, and the date on which the degree was conferred
Note: A photocopy, which will be returned to the candidate, is acceptable to the College, but it must bear an original seal of the university.

b) proof that the candidate is free from active tuberculosis

c) a birth or baptismal certificate or other acceptable proof of place and date of birth
Note: The original document is required; it will be photocopied and returned to the candidate.

d) proof of Canadian citizenship or landed immigrant status (for applicants born outside Canada)
Note: Original documents are required; they will be photocopied and returned to the candidate.
See Citizenship under Conditions of Admission, page 3.

e) his social insurance number

f) a certificate of marriage for the candidate who wishes to be registered and certificated in her married name
Note: An original document is required; it will be photocopied and returned to the candidate.

g) the registration fee of $25

Applications are to be submitted to the College on or before July 31, 1976.

Applications with *complete documentation,* except as noted below under Conditional Admission, will be considered in the order in which they are received until maximum enrolment is reached. If necessary, a waiting list will be established.

Applications received after July 31, 1976 will be considered only if maximum enrolment has not been reached at that time.

Successful applicants will be notified as soon as their applications have been processed.

It is understood that a candidate receiving a basic arts or science degree at spring convocation in 1976 will not be able to submit all the documentation required until after convocation, at which time he may submit either an academic transcript or a diploma showing that he does, in fact, hold a university degree.

Unconditional admission may be granted to the applicant who holds an acceptable university degree and who is otherwise qualified.

Conditional admission may be granted to the following types of candidates:

a) a candidate who does not include with his application proof of freedom from active tuberculosis
Such proof *must* be submitted to the principal of the College on or before September 14, 1976.

b) a candidate who has not graduated at the spring convocation of his university, but who completes a degree program through summer study
Such a candidate must submit with his application an up-to-date transcript together with adequate evidence from the university that the successful completion of the summer program will complete the requirements for the degree. The conditional status will be removed when the candidate furnishes proof to the principal of the College that he holds a degree.

General Information

Evaluation
Records of candidates' achievements, which are evaluated on a continuous basis, include records of major and minor assignments, oral or written class tests, practical work, and class participation.

An understanding of the pedagogical concepts inherent in teacher education extends beyond class presentations. Candidates are required to present a number of major assignments for evaluation during the college session.

On the recommendation of the College staff, a candidate may be exempted from writing the final examination in any examination subject taken at OTEC.

In order to obtain the Bachelor of Education degree (B.Ed.) and to qualify for the Interim Elementary School Teacher's Certificate a candidate must obtain a pass in practice teaching and be recommended or pass the final examinations in Foundations of Education and Curriculum set by the staff of the College.

A candidate enrolled in Primary Methods, Part I, Elementary Vocal Music, Type B, Oral French, Special Education, the program in Teaching English as a Second Language, or the School Librarians' program and who passes practice teaching in his supplementary subject, obtains a pass in the final examination in the supplementary subject, or is recommended will be issued a certificate in the supplementary subject, provided that he qualifies for the Interim Elementary School Teacher's Certificate.

Supplemental Examinations
A candidate who fails not more than two of the final examination subjects and who passes practice teaching may write supplementary examinations in August 1977 on the dates and at the hours set by the College.

Appeals
Provided that he has passed practice teaching, a candidate who has failed one or more examination papers may have his case reconsidered if, within two weeks after the announcement of the results, he lodges an appeal with the Deputy Minister of Education. The appeal, accompanied by a fee of $2 per paper appealed, payable to the Treasurer of Ontario, must be mailed to the: Ministry of Education, Ontario, P.O. Box 560, Postal Station F, Toronto. The fee will be returned to the candidate if the appeal is upheld.

Note: Results obtained during the August supplementary examinations may not be appealed.

Expenses
In addition to the tuition fee of $585, students who do not reside in the vicinity of the College must pay for room and board. All students are responsible for travelling and living expenses incurred during practice teaching periods as well as for the cost of textbooks, notebooks, and supplies.

Financial Aid
A student planning to attend the College may apply for financial assistance under the Province of Ontario Student Aid Program. Application forms may be obtained from the Ontario Teacher Education College in Toronto or Hamilton.

Student Organizations
The social, athletic, and cultural programs at each campus of the College are largely under the direction of the students and are administered through their extracurricular organizations.

Library Services
The College's libraries provide excellent print resources for all programs, and an excellent selection of children's literature for the Primary Division level. The teacher-in-training may obtain assistance in using card catalogues, indices, reference books, periodicals, and picture files, as well as in locating resource materials on topics of particular interest (e.g., the function of the library in the elementary school; the relation of the school to the community or public library; the travelling library; the selection and purchase of books; library records; etc.).

Ontario Teacher Education College, Hamilton

Staff

Administrative
R. Harvey Brayford, B.A., B.Paed., Principal
Arthur Lodge, B.A., B.P.H.E., M.Ed., Vice-Principal
Norman J. Thomson, B.A., M.S., Registrar

Secretarial
A. Vera Morgan, Office Manager
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Bette A. Moore
Teresa J. Norris

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Sandra Gellert

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Marion Eby, B.A., A.R.C.T.
W. Donald Gilmar, B.A., M.Ed.
Valerie D. Girhiny, B.A., B.P.H.E., M.R.E.
James W. Hawkins, B.A., M.Ed.
James Irwin, B.A., M.Ed.
William P. Lipischak, B.A., M.Ed.
Joseph McDermott, M.A. (part-time)
Gordon E. Matthews, M.A., M.Ed.
M. Bette Marsh, M.A.
Robert E. Mitchell, B.A., M.Ed.
Abel Nightingale, B.A., M.Ed., M.S.
E. Jasper Pierce, B.A., M.S.
Jerry G. Ponikvar, B.A. M.Ed.
Robert A. Shackelton, B.A., M.Ed.
Ronald K. Side, B.A., M.Ed., A.R.C.T.
James H. Smith, B.A., B.Ed.
Fred J. Sneath, B.A.
Mary D. Willard, B.A.
Larry E. Woods, B.A., M.Ed.
Stephen H. Zerebny, B.A., B.Ed., M.Sc.

Programs and Courses

General Information
The Bachelor of Education degree program leads to the Interim Elementary School Teacher's Certificate, Standard 4, valid for teaching in the Primary, Junior, and Intermediate divisions of the publicly-supported schools of Ontario.

The Elementary School Teacher's Certificate Program
There are three elements in the program – practicum, foundations of education, and curriculum.

Practicum
The main body of the practicum is organized into three four-week blocks of practice teaching. Each staff member is responsible for a particular group of students. In co-operation with the various educational jurisdictions, which provide associate schools for OTEC-Hamilton, "families" of schools are designated. Under the guidance of their staff advisor each group of students works in one family of schools.

Foundations of Education
The Foundations program involves philosophy, psychology, and sociology – the three disciplines that provide a basis for the formulation and evaluation of educational theories and practice. These subjects are designed to provide the student with the theoretical knowledge and the intellectual stimulation that distinguish the "teacher as educator" from the "teacher as technician".

Provision is made for students with varying educational backgrounds to select a course that meets their particular needs in each of the three Foundation subjects.

Curriculum Strategies and Co-ordinated Experiences
In the part of the program dealing with teaching strategies students are exposed to a variety of approaches that are suitable for classroom use: those that *direct* children's learning, such as skill formation, those that *guide* children's learning, such as inquiry, and those designed to initiate new thought patterns, such as appreciation and creative experiences.

Areas of Concentration
Although students are required to concentrate in two consecutive divisions, i.e., Primary and Junior or Junior and Intermediate, they must have some experience in all three divisions, since the Elementary School Teacher's Certificate, Standard 4, is a general certificate that qualifies the teacher to teach in the three divisions.

Supplementary Certificate Programs
In addition to the basic program, the following supplementary programs are offered:
a) a course leading to the Certificate in Primary Methods, Part I
b) a course leading to the Elementary Certificate as Teacher of French to English-speaking Pupils
c) a course leading to the Elementary Certificate in Vocal Music, Type B

A fuller description of these courses, requirements for admission, and other details are given under Supplementary Certificate Programs, page 8.

Semester I – September to December

Introduction to teaching
Approximately four days of observation of children, films, and closed-circuit television programs.

Orientation to teaching
Approximately five days of experience in the associate schools, including observation of pupils at work in the classroom, seminars, and the study of school organization and school-related facilities.

Foundations of education
Approximately nine weeks of study in the three areas of the Foundation courses – the psychology, philosophy, and sociology of education – and in curriculum strategies.

• Philosophy
Philosophy of Education offers studies in contemporary educational theories, practices, and issues through a critical examination of the philosophical principles underlying education.

Courses in this area differ in their *approaches* rather than in their degree of difficulty or the philosophical background required.

These courses offer an investigation of the following:
i) a selected number of contemporary educational *theories*;
ii) the chronological development of the various educational theories and practices;
iii) policy statements and documents of various educational authorities;
iv) basic educational concepts.

• Psychology
Psychology of Education offers the beginning teacher a basic understanding of the child, his learning processes, and development.

Courses in this area examine theoretical models of modern psychology as well as practical classroom applications of psychological principles.

Among the topics included are child development, methods of satisfying individual needs, behavioural norms, learning theories, motivation, evaluation, personal conflict, and impact of the environment.

• Sociology
Sociology of Education offers the beginning teacher a basic understanding of the forces and dynamics that shape or affect behaviour in the school setting. The roles of various individuals in the school are examined, and the relationships among the people and groups comprising the school community are investigated. Particular emphasis is given to an analysis of the teacher-pupil, teacher-community, teacher-teacher, and teacher-organization relationships, together with the forces that influence these relationships. While some theoretical models are considered, the main focus is on the practical application of sociological principles in the classroom.

Curriculum strategies
This program is handled by a number of staff who employ a variety of techniques with large and small groups. In addition to the investigation of various learning and planning strategies, certain specific aspects of teaching are examined. These include: the establishment of a learning environment, planning the learning experience, techniques for motivating students and encouraging interaction, and the setting of long-term objectives.

Following the study of these aspects of teaching the student is given an opportunity to relate the theory he has learned at the College to the classroom.

Practicum
During the first four-week block of practice teaching students apply the teaching techniques learned at the College to classrooms in their particular "family of schools". Students are required to do some teaching in the Primary, Junior, and Intermediate divisions.

Semester II – January to April

Practicum
Blocks two and three of practice teaching occur in alternate months of the second semester. During these four-week periods student teachers have the opportunity to carry out extended practice teaching in two consecutive divisions, i.e., Primary and Junior or Junior and Intermediate. Students registered in supplementary certificate programs must fulfil additional practice teaching requirements. (See Supplementary Certificate Program, page 11.)

The Options program
In his class work at the College during the second semester, the individual student, on consultation with his staff advisor, may select a unique package of options based upon his interests, needs, and abilities. Eighteen hours of options is a minimum weekly load.

In January, students concentrating in the Primary and Junior divisions teach in the associate schools, while students concentrating in the Junior and Intermediate divisions are at the College. In February, this arrangement is reversed. During March and April the procedure is repeated.

Options are offered in the following areas:
i) *Curriculum strategies* – This option covers a number of topics such as theme planning, the evaluation of pupil progress, learning with activity centres, and group dynamics.
ii) *Arts* – This segment of the curriculum includes such subjects as Music, Physical Education, Visual Art, and Technology for Children.
iii) *Communications* – Ways and means of developing children's communication skills in English and Mathematics are given extensive coverage here.
iv) *Environmental studies* – This includes a variety of options in Health, Science, and Social Studies.
v) *Religious knowledge* – This includes a number of topics relevant to Ontario school children in the area of religion presented by various religious leaders of the community.
vi) *Foundations* – During the second semester philosophy, psychology, and sociology are viewed in relation to the curriculum of Kindergarten through Grade 10.

The Supplementary Certificate Programs
In addition to the basic program, the Hamilton college offers three supplementary certificate courses.

A student may elect to take *one* of the certificate courses described below.

A student is not granted standing in the supplementary certificate course unless he has successfully completed the basic program.

French Certificate Course (Certificate as Teacher of French to English-speaking Pupils in Elementary Schools)
Admission – To be admitted to this course the candidate must have
a) achieved second class honours or better in Grade 13 French or university-level French;
b) passed a written test, given on registration day;
and
c) passed an oral test, administered on the second day of the college year.
Practice Teaching – Students taking this course must do at least two weeks of practice teaching in French.

Music Certificate Course (Elementary Certificate in Vocal Music, Type B)
Admission – To be admitted to this course the candidate must
a) hold standing in Grade 8 practical and Grade 2 theory, or standing in Grade 13 Music or the equivalent, or in a full-credit university course in Music from an Ontario university or from an accredited university outside Ontario;
b) have passed ear tests and an examination in sight-singing administered by the College.
Practice Teaching – Students taking this course must do practice teaching in vocal music for a minimum of two weeks.

Primary Certificate Course (Primary Methods Certificate, Part I)
Admission – This course is only available to students who have elected to concentrate in the Primary and Junior divisions. Candidates selecting this course should have a particular interest in working with young children aged four to nine.

Ontario Teacher Education College, Toronto

Staff

Administrative
John Bain, B.A., B.Ed., Principal
George J. Bradshaw, B.A., Vice-Principal
William J. Holtham, B.A., M.Ed., Vice-Principal

Secretarial
Eileen Johnston, Office Manager
Gladys Cheop
Josefina Fegi
Margaret Heughan
Susan McAleer
Marjorie McFarland
Antonio Manguiat

Library
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Catherine Dingman, M.L.S.
Johan Forbes
William Hargrove
Luba Smith

Media Technician
Maynard Sitchon

Instructional
Wayne Barrett, B.A., M.Ed.
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Kathleen A. Bennett, B.A., M.Ed., A.R.C.T.
William E. Bingham, B.A.
Edward Brophy, B.A., M.Ed.
Hectorine Cloutier, B.A., B.Paed., M.A.
Constance M. Dubois, B.A.
John Eacott, B.A., M.Ed.
Hazel Fletcher, M.A., M.Ed.
Ian D. Fraser, B.A., M.Ed., A.T.C.L.
D. Constance Fuller, B.A., M.Ed.
R. George Gaynor, B.A., M.Ed.
David Gibb, B.A., M.Ed.
Ralph I. Greene, B.A., M.Ed., Ed.D.
John R. Harrison, B.A., M.Ed.
Patricia J. Hughes, B.A., M.Ed.
Alan Kingstone, B.A., B.P.H.E., M.Ed.
Jack F. Laforet, B.A., M.Ed.
Donald Longwell, B.A.
Murray McDonald, B.A., M.Ed.
Kenneth McKay, B.A., M.Ed.
David McKee, B.A., M.Ed.
Lorne R. MacKenzie, B.A., M.Ed.
Charles A. Manahan, B.A., M.Ed.
Fleur Marsden, B.A., M.Ed.
Bertie A. Mennie, B.A., M.Ed.
Frederick W. Milner, B.A.
William J. Nelson, B.A., B.Ed.
Alexander A. Ogden, B.A., M.Ed.
Carole Olsen, B.A., M.Ed.
Wilhemine Pauli, B.A., M.A.
William J.A. Phillips, B.A., M.Ed.
Oscar G. Rogers, B.A.
Terry W. Sando, B.A., M.Ed., M.Sc.
Albert Stahlke, B.A., M.Ed.
Sheila Stanley, B.A., M.Sc.
J. Douglas Staples, B.A., F.T.C.L., A.T.C.M.
John Trachuk, B.A., M.Ed.
R. Joanne Turner, B.A., A.R.C.T., A.W.C.M., A.A.C.M., Mus. G. (Paed).
Victor F. Vierin, B.A., M.Ed.
James R. Waligun, B.A., M.Ed.
Mary E. White, B.A.
Eric H. Wiley, B.A., M.Ed.
Russell M. Woods, B.A., M.Ed.
Gerald Zwaigen, B.A.

Programs and Courses

General Information
The Bachelor of Education degree program leads to the Interim Elementary School Teacher's Certificate, Standard 4, valid for teaching in the Primary, Junior, and Intermediate divisions of the publicly-supported schools of Ontario.

The following supplementary courses are offered in addition to the basic program:

a) *a course leading to the Certificate in Primary Methods, Part I*

b) *a course leading to the Elementary Certificate as Teacher of French to English-speaking Pupils*

c) *a course leading to the Elementary Certificate in Vocal Music, Type B*

d) *a course leading to the Elementary Certificate in Special Education*

e) *a course leading to the Elementary Certificate in Teaching English as a Second Language*

f) *a course leading to the Elementary Certificate for School Librarians*

The Elementary School Teacher's Certificate Program

The EST Certificate Program is designed to be as diverse as possible in covering the Primary, Junior, and Intermediate divisions. It is intended to provide a sound conceptual base for the beginning teacher. During the latter stages of the program and during both field experience and college instruction candidates may concentrate on the divisional levels of their choice.

Semester I

This is an introductory session of approximately two weeks, designed to introduce the student-teacher to teaching, i.e., the planning of learning experiences for and with a learner or group of learners. By working with both large and small groups, by observation, demonstrations, micro-teaching, mini-teaching, videotapes, and films, candidates will gain insight into such fundamental concepts as the child as a learner in the cognitive, psychomotor, and affective domains; the teacher as a learning facilitator; and various factors in planning the learning experience: objectives, selection and organization of content, motivation, strategies, questioning, etc.

This program, together with practical experience in the classroom, will enable the student-teacher to acquire a good foundation for teaching.

Semester II

This is a general instructional program of approximately ten weeks, coupled with approximately nine weeks of field experience in the associate schools, designed to give the student-teacher as broad a coverage of pedagogical theory and practice as possible in the Primary, Junior, and Intermediate divisions. The program includes:

Foundations of education

- Philosophy in Education

A preliminary study of the philosophical background of modern educational problems, which is aimed at encouraging the candidate to think critically about contemporary educational theories and issues.

- Psychology in Education

A survey of psychology as it applies to education, with particular emphasis on the learning patterns of the child in the school environment.

- Sociology in Education

A survey of educational topics that relate to the sociological growth of children and a study of the social, economic, and legal factors affecting education and its administration in Ontario.

In accordance with the depth of their undergraduate studies in the fields of psychology, philosophy, and sociology, candidates may choose one of the following levels of study:

Level 1 – for candidates with little or no academic background in any of the three Foundations courses;

Level 2 – for candidates with considerable academic background in one or more of the three Foundations courses;

Level 3 – for candidates who have concentrated in any one of the three Foundations courses.

Note: At the discretion of the instructor, the three Foundations courses may be integrated for the presentation of certain educational themes.

Curriculum methods

A study of children's learning experiences within the following framework: basic components of the teaching-learning process; behavioural objectives as elements of the psychomotor, cognitive, and affective domains, with emphasis on the higher levels of Bloom's taxonomy; strategies for teaching, illustrated by psychomotor models, concept-formation models, generalization models, creative problem-solving models, affective models, play theory and simulation games as propounded by studies of authors such as Ausubel, Bruner, Glasser, Gordon, Piaget, Skinner, Suchman, Taba, and Torrance; verbal and non-verbal interaction in the classroom, including a taxonomy of questioning; procedures for individualizing instruction, techniques of grouping, evaluation of pupils and teachers.

The program is conducted in a variety of practical situations, and includes mini-teaching, small-group workshops, seminars, and the analysis of films and videotapes.

Curriculum development

This covers the aims, scope, content, and sequence of the curriculum for the Primary, Junior, and Intermediate divisions, using a multi-disciplinary and interdisciplinary approach. Current approaches to the curriculum and its implementation are covered for the following subjects:

- English

Development of the interrelated communication skills of speaking, listening, writing, and reading, with particular emphasis placed on current practices in beginning and advanced reading.

• Mathematics
A study designed to equip the beginning teacher with the attitudes, skills, and knowledge necessary to guide children in the discovery and reinforcement of: mathematics as a medium of communication; the underlying and unifying principles of mathematics; basic mathematical concepts in the areas of number and operations, measurement, and shapes and space.

• Social Studies, History, and Geography
A study of the curriculum requirements necessary for various teaching-learning situations; the appropriate selection of content in diverse social environments and at different school levels; the elements and techniques required for developing curriculum, and the choice of pertinent teaching strategies for implementation of the curriculum.

• Science
A study designed to enable the beginning teacher to gain experience and confidence in elementary science teaching through active, practical workshop sessions that explore the nature of science as it relates to the elementary school child.

Provision is made for interested students to spend one week in residence at an outdoor education centre in association with highly skilled specialists in outdoor education.

• Music
A survey of music designed to help the beginning teacher to develop his sensitivity to music and attain a level of competence that will enable him to involve children in a challenging music program that reflects the child's needs to perform, create, and listen. The course also includes the study of musical techniques and materials, and current trends in music.
Note: Candidates are streamed in accordance with their ability in music.

• Art
A study of curriculum design for the elementary school art program, coupled with a practical survey of techniques and materials used in such a program.

• Health
A course in health education designed to develop an understanding of the role of teachers in promoting and maintaining the health of the children in their charge.

• Physical Education
A course involving participation in the types of games, gymnastics, and rhythmic activities found in the Primary, Junior, and Intermediate divisions.

Note: At the discretion of the staff, the areas of study under Curriculum Development may, in some instances, be integrated into the following groupings:
Arts – Art, Music, Physical Education
Communications – English, Mathematics
Environmental Studies – Social Studies, Science, Health.

Practicum

• The Teacher-Assistant Program
Under this program, host teachers of area school boards receive student teachers as teacher-assistants for a predetermined number of days, arranged between the College and the boards, from September through November. This type of field experience, established on an informal non-evaluative basis, is intended to contribute to the personal growth and confidence of student teachers to provide them with a good foundation for teaching, and enable them to function with greater ease in regular practice-teaching sessions.

• Practice Teaching
Provision is made for nine weeks of practice teaching – generally two weeks during the fall program and two double-week sessions and one three-week session at intervals during January through April. Candidates may choose the divisions (Primary, Junior, or Intermediate) and subject areas in which they will do practice teaching and, for the last double-week session, may choose a geographical location beyond the regular practice-teaching boundaries of OTEC, Toronto, which are normally Metropolitan Toronto and the regions of Durham, Peel, and York.

The duration of the field experience is sixty days.

Note: Candidates in the supplementary programs of Special Music, French, Special Education, Teaching English as a Second Language, and School Librarians may undertake a minimum of two and a maximum of four weeks of full-time practice teaching in their respective areas.

The Supplementary Certificate Programs

The Primary Methods Program
A program designed to provide the student-teacher with a knowledge of curriculum development in the fields of language arts, music, art, physical education and movement, mathematics, and environmental studies, with particular emphasis on the Primary level of elementary school.

Experience with children of four to eight years of age is gained in a variety of ways, including formal practice-teaching sessions and field experience under a teacher-assistant program.

Successful completion of this course leads to the Primary Methods Certificate, Part I. The granting of this certificate is contingent on the acquisition of the Interim Elementary School Teacher's Certificate.

The Oral French Program
A course in methodology and French conversation, designed to prepare a qualified candidate to teach French to English-speaking pupils in elementary school.

To be eligible, a candidate's academic qualifications in French must include, at the very least, standing in French or *français* at the Grade 13 level. In addition, he must have oral fluency in French and have obtained acceptable standing in the oral and written examinations held at the College during the opening days of registration.

Areas of study include: language skills and their acquisition – the nature of the four basic skills; the order of their introduction in the Ontario French curriculum; basic principles of methodology – a study of the different methods used in the teaching of French, with special emphasis on the structural-linguistic approach; an understanding of various programs used in Ontario such as *Ici on parle français; Le français international; J'écoute, je parle...*; a study of current curriculum trends in action, immersion classes, and French in open-area schools.

Successful completion of this course leads to the Certificate as Teacher of French to English-speaking Pupils. The granting of this certificate is contingent on the acquisition of the Interim Elementary School Teacher's Certificate.

The Special Music Program
An in-depth course designed to prepare the musically experienced candidate to teach music in an elementary school, to assume additional music responsibilities such as assisting other teachers and conducting choirs, and to begin a career as a music specialist.

To be eligible, a candidate's qualifications in music must include, at the very least, Grade 8 instrumental or vocal and Grade 2 theory, or standing at the Grade 13 level. In addition, the candidate must pass an examination in sight-singing and ear tests administered by the College.

The candidate who does not possess standing in Grade 2 theory must pass an examination in written musical theory administered by the College.

Note: A candidate with musical experience equivalent to the requirements outlined above may be admitted to the course at the discretion of the instructor.

In addition to the regular program content, the following areas will be studied in depth: music appreciation, conducting, theory, sight-singing, methods and practice teaching, songs and choral work.

Successful completion of this course leads to the Elementary Certificate in Vocal Music, Type B. The granting of this certificate is contingent on acquisition of the Interim Elementary School Teacher's Certificate.

The Special Education Program
A preliminary study designed to introduce the teacher-in-training to the broad spectrum of education for the exceptional child. The course includes: a survey of the various dimensions of education for exceptional children, including an investigation of pertinent legal, psychological, medical, and social factors; the identification of exceptional students and a study of areas of commonality; instructional approaches to their education.

To be eligible, a candidate must hold a university degree, and have taken a minimum of three full-credit courses in Psychology, including a course in each of Child Development and Learning Theory, and be able to submit evidence of field experience, preferably in a Special Education setting.

Before final approval for admission may be granted, a candidate must have a personal interview with a member of the College's Special Education staff. Successful completion of the Special Education course leads to the Elementary Certificate in Special Education. The granting of this certificate is contingent on acquisition of the Interim Elementary School Teacher's Certificate.

The Program in Teaching English as a Second Language
An introductory study of the unique circumstances, problems, assets, and expectations of the immigrant child and adolescent whose mother tongue is not English. The course is designed to acquaint teachers-in-training with some of the cultural and linguistic characteristics they will encounter among immigrant children as well as with the expectations and concerns that immigrant parents have regarding their children. The course will also familiarize the teacher-in-training with major approaches, issues, and problems associated with teaching English as a second language.

To be eligible, a candidate must hold a university degree, preferably with a major concentration in Psychology, Sociology, or Linguistics, *or* have taken a total of three courses from among the three disciplines mentioned. In addition, he must be able to submit evidence of field experience related to the teaching of English as a second language.

Before final approval for admission may be granted, a candidate must have a personal interview with a member of the College staff.

Successful completion of this course leads to the Certificate in Teaching English as a Second Language. The granting of this certificate is contingent on acquisition of the Interim Elementary School Teacher's Certificate.

The Elementary School Librarians' Program
An introductory study designed to introduce the teacher-in-training to the philosophy and function of the school library within the school and the community. The course will focus on the following areas: library services; the selection, organization, and administration of library materials; selection, cataloguing, distribution, and utilization of print and non-print materials; children's literature; Canadian materials; and reference services. To be eligible, a candidate must hold a university degree, preferably with a major concentration in English, and be able to submit evidence of field experience in a library setting.

Before final approval for admission may be granted, a candidate must have a personal interview with a member of the College staff in school librarianship.

Successful completion of this course leads to the Elementary Certificate for School Librarians. The granting of this certificate is contingent on acquisition of the Interim Elementary School Teacher's Certificate.

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